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ABSTRACT

This report describes a one-year project to develop a comprehensive dissemination plan that would (1) provide a network within the state of Washington for two-way communication, (2) utilize the linkage potential of the 12 educational service districts, (3) incorporate existing instructional and informational resources, (4) develop training programs for dissemination specialists, and (5) design new dissemination activities and explore channels of printed and electronic communications. The report identifies and assesses project goals, planning objectives, and work to be done under contract. A chronological overview of the planning project is synthesized through an analysis of progress reports. Appendices contain a list of dissemination task force members, a statement on the dissemination needs of women and minorities, an organizational chart of the state education association, and a list of ERIC resources available in Washington state. (FM)

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STATE

OF

W A S H I N G T O N

PLAN FOR DISSEMINATION

SPECIAL PROJECT PLANNING PROPOSAL

Grant No. NIE-G-78-0017

Project No. 7-0347

SUMMARY & FINAL EVALUATION REPORT

Dr. Frank B. Brouillet, State Superintendent of Public Instruction

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ORGANIZATION OF SUMMARY & FINAL EVALUATION REPORT

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SPECIAL PROJECT PLANNING PROPOSAL

Summary and Final Evaluation Report

Grant No. NIE-G-78-0017

Project No. 7-0347

PROJECT GOAL:

The goal of this one-year project was the development of a comprehensive dissemination plan that would (1) provide a network within the State for two-way communication, (2) utilize the linkage potential of the twelve[1/] Educational Service Districts, (3) incorporate existing instructional and informational resources, (4) develop training programs for dissemination specialists, and (5) design new dissemination activities and explore channels of printed and electronic communications. The Plan was to have been developed with the participation of Educational Service Districts (ESDs) and representatives of local districts and schools as well as professional and citizen groups. An administrative unit within the office of the Superintendent of Public Instruction was to be established to coordinate and encourage dissemination activities.

Activities were to include statewide meetings of the educational community, an assessment of needs within Washington, site visits to states now conducting successful dissemination projects, and coordination and review of recommendations leading to a final implementation plan.

PROJECT GOAL ASSESSMENT:

The first five months of this special project (January - May, 1978), project staff concentrated on research and data gathering activities related to development of the state plan. A draft dissemination plan, "Knowledge for Instructors Delivered Systematically" (KIDS) was developed by May, 1978,

1/ The total number of Educational Service Districts (ESDs) in Washington State was listed in the original proposal as twelve; this should have been nine (9).

PROJECT GOAL ASSESSMENT: (cont.)

(Progress Report No. 1). The plan was developed to incorporate the five elements identified in the first paragraph on the preceding page in accord with input and assistance from the various groups and agencies specified.

Further review and examination of the draft dissemination plan by educators in the field and within the agency, however, identified a number of needs which had not been considered sufficiently. In addition, a few major activities required commitments which were judged to be unrealistic within the specified timelines. For example, the ESDs were not prepared to commit personnel for the amount of training indicated in this first plan.

An agency writing committee was appointed in October, 1978, to develop recommendations for consideration in revision of the plan. An agency-wide task force (chaired by the Assistant Superintendent for Instructional and Professional Services Division) considered the recommendations and provided feedback to the subcommittee during October, November and December, 1978, (Progress Reports Nos. 2 & 3). Other project activities during the fall of 1978 centered upon soliciting additional feedback from the field, particularly the ESD superintendents and staff.

In December, 1978, near the end of the planning project period, a second writing subcommittee of the task force was charged with developing a new state plan. This subcommittee was advised by the agency task force to revise the state plan to concentrate on coordination within the agency itself as a first priority.

Although SPI could not complete the comprehensive dissemination plan within the time frame of the planning grant, permanent agency staff continued a number of planning activites beyond the project period and at no expense to the federal government. Development of the plan was considered an important endeavor, and agency staff time and resources were committed to complete development of the plan. A copy of this plan (Appendix A) is attached and dissemination planning efforts have continued based upon this comprehensive plan, which was completed in July, 1979.

Summary & Final Evaluation Report

PROJECT PLANNING OBJECTIVES:

The planning objectives of the original proposal were both broad and extensive. A summary evaluation of each of the planning objectives is described below:

1. *Determine specific dissemination needs, with particular attention to the needs of women and minorities;*

ASSESSMENT: A broad range of needs in various curricular and organizational development areas were identified. Many of these needs were related to state legislative mandates and federal program requirements as well as the desire to improve individual student achievement. (See Page 2 in Progress Report No. 1). Input from the field emphasized that information alone is not enough. There must be knowledge available, a systematic network to access that knowledge and people-to-people contact to assist educators in the use of that knowledge. A separate statement on the special needs of women and minorities was developed for incorporation into the state dissemination plan (Appendix B).

Additional study subsequent to development of the May, 1978, draft plan provided data indicating another major problem which needed to be addressed: The lack of knowledge of and coordination among many existing state dissemination systems for instructional program improvement. A needs statement was developed relative to this major coordination problem. This needs statement identified other dimensions of the problem which needed to be addressed before a final plan could be adopted. The following needs statement was widely distributed and served as a focal point for final revision of the state plan.

"This lack of a coordinated system for research based and consistent program improvement efforts results in:

1. *Staff at SPI who are often unaware or only partially aware of existing research and promising programs outside of their own assigned areas of responsibility.*

2. *Staff of ESDs (a prime dissemination link between SPI and local school district personnel) who receive fragmented and incomplete information on state, regional and national resources*

PROJECT PLANNING OBJECTIVES: (cont.)

ASSESSMENT: (Objective #1 - cont.)

3. *Classroom teachers, building and district administrators who are accustomed to using existing formal and/or informal communication networks. These networks may or may not address their needs for quality information on selection and choice of appropriate research and program improvement assistance.*

In addressing this problem of developing coordination of systems for instructional program improvement, three major areas of need must be addressed:

1. *Development and initiation of a dissemination management system for coordinating existing SPI dissemination activities which will improve vertical and horizontal communication.*

   a. *An inventory and reporting of existing dissemination systems and resources.*

   b. *Identification of unfilled needs and a strategy for meeting those needs.*

   c. *A plan for staff development/orientation/awareness of existing resources for program improvement in the agency, state and region.*

   d. *Extensive involvement of agency staff, vertically and horizontally, in assessment of current and future needs and providing recommendations for organizing to meet those needs.*

2. *Reorganization and improvement of current Resource Information Center (RIC) services and materials in order to serve as a prime clearinghouse for existing data sources.*

3. *Development and implementation of a systems approach to getting needed information in, around and throughout the agency using existing administrative structure, and from the agency to the local school districts through the nine existing Educational Service Districts.*

   a. *Formation of a broad-based advisory committee to provide input on needs and preferred service delivery strategies.*

   b. *Cooperative development of plans for building knowledge and awareness of human and informational resources which already are or may be made available.*

PROJECT PLANNING OBJECTIVES: (cont.)

ASSESSMENT (Objective #1 - cont.)

c. *Development of coordinated systems of access to informational and human resources.*

d. *Technical assistance in orientation and training of personnel to use the system.*

If the state dissemination plan can be structured to meet the above needs, the following results and benefits should be attainable:

1. *SPI staff aware of, contributors to, and users of the coordinated agency dissemination systems and resources.*

2. *Planned interfaces of the state dissemination systems with other state, regional and national efforts.*

3. *RIC services which provide quick access to extensive data banks with trained search assistance.*

4. *Linkers at the ESD level who are adequately informed of available services and resources and how to access them.*

5. *Teachers and administrators at all levels who have access to and use the dissemination system for informed educational planning."*

The state dissemination plan (Appendix A) was developed to address the above needs statement, and coordination within the agency itself was determined as an initial priority for our state planning.

2. *Determine if these needs require dissemination specialists as linkage agents in the field; and, if so, what kind and how many;*

ASSESSMENT: The need for linkage agents was described in Progress Report No. 1: "the critical element... is the helper/helpee model". A cadre of dissemination specialists, including staff of the nine ESDs, state agency staff and selected school district personnel was proposed. Twenty linkers in the nine ESDs were to train twenty others in each ESD region for a total of 400 linkers. It was suggested that this training be implemented after conclusion of the planning project.

PROJECT PLANNING OBJECTIVES: (cont.)

ASSESSMENT (Objective #2 - cont.)

Because the ESDs had not made a firm commitment for staff participation in the proposed training activities, the twenty linkers identified for initial training did not participate in formal training during the project period. Additional strategies for ESD participation were developed beginning in November, 1978, and participatory decision-making agreements between the agency and the ESDs were reached. Each ESD now has appointed one staff member as the official dissemination liaison specialist. ESD staff have been identified as prime linkers in the state plan, along with representatives of professional organizations and other dissemination systems. At the request of the ESDs, presentations have been made to update ESD staff on current and projected dissemination activities.

3. *Develop appropriate training programs for dissemination specialists;*

ASSESSMENT: Certain specific and essential competencies for dissemination specialists have been studied and identified nationally and in other state programs. Using lists of these competencies as a base, a survey was conducted of potential linkers in the state. This survey requested individual linkers to identify their specific strengths and needs. Needs, general objectives and some activities were developed for appropriate training programs as a result of the survey, but will need to be re-examined as specific commitments to participate in training activities are obtained.

4. *Develop plans for communication programs, including publications and electronic or telecommunication media;*

ASSESSMENT: Part of this objective was achieved. Articles and news releases were published in YOUR PUBLIC SCHOOLS (YPS), the official bi-monthly newsletter of the agency, which is mailed to over 30,000 educators in the state. Numerous presentations were made to a wide variety of professional groups and agencies. It was not possible, however, to make use of programming time of the five ETV stations during the planning project, although discussions took place

and this communication avenue is being explored currently. A telephone conferencing network now is available for continuing education purposes under the leadership of the University of Washington. SPI and ESD staff, as well as the Washington State Library and other organizations are being made aware of the teleconferencing system and its technological potential as a communication network for instructional improvement.

5. *Establish experimental standards and reporting procedures;*

ASSESSMENT: While several experimental standards and a number of reporting forms and procedures were produced (See example, Progress Report No. 2), this objective was not accomplished completely. As planning proceeded, it was determined that many of these activities were more appropriate to implementation and these will be more fully developed and studied at a later date.

6. *Establish the technological capability for an intrastate ERIC-compatible information bank for local research results.*

ASSESSMENT: Planning project activities relating to this objective encompassed two major areas: (1) making certain that any resource banks already developed or anticipated for development would be compatible with the ERIC system and (2) determining strategies for accessing the resource banks.

Planning indicated that coordination with the Washington Library Network, headquartered at the Washington State Library, could be achieved with an interagency agreement. The agreement would provide computer access to a variety of needed data bases, including ERIC, Dialogue, Orbit, etc. It was decided that the materials in the agency Resource Information Center should be reorganized to be consistent with ERIC descriptors and would serve as a clearinghouse for access to other data banks. Banks of resources, promising practices and state validated program banks would be set up consistent with ERIC practices. Practitioner access to the data banks was to be provided through linkage agents in the field, the Resources Information Center and also through installation of an 800 line in the RIC of the state agency.

PROJECT PLANNING OBJECTIVES: (cont.)

ASSESSMENT (Objective #6 cont.)

A large amount of staff time was consumed in activities relating to this planning objective. Data generated during the planning period was used in preparing the Progress Reports and in developing the final state plan, (Appendix A). The major exception was recommendation of the installation of the 800 telephone system. The agency task force and management determined that this was not an appropriate recommendation at this time and that a further feasibility study would be required at a later date.

7. *Develop a plan for a permanent administrative unit for dissemination activities within SPI;*

ASSESSMENT: Both planning project staff and later the agency task force examined recommendations for a variety of administrative structures for dissemination functions (Progress Report No. 2). Since both the project coordinator and project director left the agency during the special planning project period (August and October, 1978) it was necessary for agency staff to review placement of responsibility for development of the state plan and other project activities. In October, 1978, an agency task force, chaired by the Assistant Superintendent for the Division of Instructional & Professional Services, was appointed for this purpose. A subcommittee of the task force, composed of the project staff management analyst and other members of the division, was charged with reviewing the draft state plan and preparing recommendations for future consideration by the task force. Recommendations relating to the administrative placement of responsibility/functions for dissemination were to be based on the capacity to effect instructional improvement. The task force continued discussion and deliberation of the state dissemination plan, including administrative organization, throughout the remainder of the planning project and into the spring of 1979.

Project personnel changes during the planning grant delayed decisions on the structure of the administrative placement of dissemination functions. However,

PROJECT PLANNING OBJECTIVES: (cont.)

there is evidence that the increased involvement of other agency staff during this decision-making period strengthened future coordination and institutionalization of a variety of dissemination activities.

Planning activities described above led to the decision to place operating responsibility for dissemination programs in the Programs and Learning Resources Section of the Division of Instructional and Professional Services. This administrative structure is outlined in Appendix C. Agency-wide input and involvement is maintained through the agency task force and its members who are appointed by each assistant superintendent and the deputy superintendent of the agency.

As dissemination planning efforts continue, the current administrative structure will be evaluated periodically and changes made when warranted.

8. *Analyze the benefits of establishing an information storage and retrieval system in Washington versus buying outside services;*

ASSESSMENT: Basically, project planning indicated that most major information needs could be met through coordinating and accessing the considerable resources already available within the state or through the NWRx. A large number of resource banks in career education, vocational education, special education, etc., are available, but a design for an effective system for coordinating and extending access was deemed essential as a first step. Improving access to ERIC information was given considerable attention. (See Appendix D for updated inventory of ERIC sources). Undoubtedly, further planning will uncover other resource gaps. At that time, additional consideration will be given to purchase of needed services outside the state.

9. *Complete partial ERIC collections in two district offices and establish collections in three unserved geographic areas of the state;*

ASSESSMENT: This objective was eliminated in the grant negotiation process.

10. *Fully develop an evaluation component for the program as a whole;*

PROJECT PLANNING OBJECTIVES: (cont.)

ASSESSMENT (Objective #10 cont.)

ASSESSMENT: Project staff were engaged in identifying the extent and kinds of questions which the evaluation component was to address. The press of start-up activities did not allow sufficient staff time for the development of a coordinated and comprehensive evaluation plan.

11. Develop a complete cost analysis of each of the above activities.

ASSESSMENT: As work progressed through each of the above objectives, decisions were made based on cost analysis of the activities. Furthermore, projected costs of the planned project objectives are summarized in Progress Report No. 1. ost revisions relating to development and implementation of the final plan objectives are updated in Progress Report No. 4 and Appendix A.

WORK TO BE DONE UNDER CONTRACT/MILESTONES:

The eleven original proposal planning objectives were augmented by an addendum outlining the "Work to be done under contract"[2/] and a proposed set of "Milestones". In summarizing and evaluating the accomplishments of the Milestones and Work to be Done, it is appropriate to group a number of related tasks. Some of the tasks were approached concurrently; certain tasks could not be accomplished until the planning and design activities were completed.

ASSESSMENT: "WORK TO BE DONE UNDER CONTRACT"

The major goal of the Special Purpose Project was the development of a statewide plan for dissemination (Appendix A). Progress Reports Nos. 1, 2, 3, 4 and Appendix A (the State Plan) were outcomes of the specific "work to be done"

2/ The original grant indicated that a consultant would be hired to perform a number of major tasks. However, in February, 1978, an embargo was placed on any state use of consultants. Permission was received February 24, 1978 to transfer $19,940 from consultant services to part-time project personnel. Almost all of the specified tasks to be accomplished through contractual services were accomplished by alternative means, although a few were determined to be more appropriate to the implementation rather than the planning process.

ASSESSMENT: (cont.)

and consistent with the goals and planning objectives of the planning proposal.

The following summary of the outcomes of the nineteen separate tasks (refer to the addendum of the original proposal) specified as "Work To Be Done" are regrouped into the following related categories.

Category 1	-	Organizing and conducting meetings to secure field input and involvement.
Category 2	-	Identifying existing and needed informational and human resources and services available within the state.
Category 3	-	Evaluating dissemination systems in other areas of the country for possible applicability to development of the Washington State dissemination plan.
Category 4	-	Identifying needs and developing appropriate linker training programs.
Category 5	-	Developing evaluation components.
Category 6	-	Delineating an organizational structure for dissemination within the agency.
Category 7	-	Assigning ERIC descriptors to specific categories of information resources and developing a prototype dissemination system for field access.

CATEGORY 1 (Tasks No. 1, 12, 13 - "Work To Be Done") A number of meetings with ESD and school district personnel were conducted in various ESDs around the state. Other meetings were held in the Olympia region during the planning period. An extensive series of meetings with ESDs and other groups were planned and conducted subsequent to the planning grant period, at no expense to the federal government, in order to complete development of the plan and to assure additional needed input.

CATEGORY 2 (Tasks No. 2, 3, 4, 5, 8, 9, 10) These tasks all relate to identifying currently available resources, both inside and outside of Washington State. These resources were to be evaluated in terms of relevance to identified needs and cost

ASSESSMENT: (cont.)

effectiveness. The results of these activities are incorporated in the progress resports and Appendix A.

CATEGORY 3 (Task No. 9) Information collected and personal contacts made by project staff during the National Forum reduced the need for a number of out-of-state trips.

CATEGORY 4 (Tasks No. 6, 7) Preliminary identification of inservice needs and appropriate training programs was developed based on a survey of potential linkers (Progress Report No. 2). This task, however, needs further development and will require increased study after additional specific input is received at a later date.

CATEGORY 5 (Task No. 11) The rationale for not completing this task is explained under Project Planning Objective No. 10 (page 10). Hower, evaluative information gathered during the process was used in identifying and developing major elements of the final plan; e.g., making use of existing SPI and ESD linkers rather than a separate cadre of "outside" linkers, incorporating WSL and WLN resources and other existing state resources, rather than purchase outside services.

CATEGORY 6 (Task No. 14) This plan is outlined in Appendix A, Page 14. (Refer also to the statements under ASSESSMENT of Project Planning Objective No. 7).

CATEGORY 7 (Tasks No. 15, 16, 17, 18, 19) During the planning project, existing subject headings of the three resources banks were studied. It was decided that ERIC compatible descriptors would be helpful in improving access to the resources. However, staff time for completion of this task was greater than anticipated and it seemed desirable to place greater emphasis on the planning and design tasks.

ASSESSMENT: "MILESTONES"

By September 21, 1978, project records indicated that a majority of the milestones had been accomplished. Although Milestones No. 6, 9 and 10 were not totally completed, partial completion in terms of the establishment of needs, general

ASSESSMENT: "MILESTONES" (cont.)

objectives and development of activities did occur. Further work has continued, at no expense to the federal government, since expiration of the planning grant period. Refer also to statements in this report under Project Planning Objectives No. 2, 3, 5, 10 and 11 and "Work To Be Done" Nos. 6, 7 and 11.

SUMMARY & CONCLUSIONS:

As the planning project evolved, it became apparent that the scope of activity entailed in developing the comprehensive state dissemination plan was far more extensive than originally estimated. It became apparent that some of the objectives and tasks outlined in the proposal were unrealistic in terms of the projected budget and available project staff. Planning indicated that some were more appropriate to the implementation phase of a dissemination plan, rather than to the initial planning phase. Still other tasks required a large degree of resource commitment on the part of agencies, organizations and individuals in addition to time commitments of project staff. This was a major concern when participation by other agencies, such as ESDs, was critical to the planning process and subsequent implementation of the plan. Numerous contacts and strategies were implemented to assure broad participation, but there was some confusion and uncertainty as to the degree of commitment other agencies and groups were ready to make to the project. Strategies for gaining a broader understanding and greater commitment to the total dissemination effort have been developed since the initial draft of the state plan was circulated. These are continuing and vital efforts being conducted by the agency at SPI expense.

In the initial stages, involvement of a wide spectrum of staff within the state agency was not as strong or consistent as was needed. The priority need for coordination of existing dissemination systems and resources within the agency itself, between the agency and ESDs and the agency and local school districts was not clarified until late in the planning project period. Therefore, dissemination activities were perceived as separate and unrelated tasks in many instances - even to those educators in the agency and ESDs identified as

SUMMARY & CONCLUSIONS (cont.)

having dissemination and linker responsibilities. Involvement of agency staff was greatly increased through formation of the agency task force.

Several key changes in organization and project personnel created difficulty in maintaining planning continuity throughout the period of the grant. Personnel and organizational changes included:

1. A statewide embargo was declared by the governor on the use of all consultants. Part-time project personnel were authorized on February 24, 1978, to carry out the contracted work which was to have commenced January 1, 1978.
2. The division assigned responsibility for the dissemination project was reorganized in June, 1978.
3. The project coordinator, who had initiated many of the original planning concepts, left the state in August, 1978.
4. The project director retired, leaving the agency in October, 1978.
5. An agency task force was appointed in late October, 1978, to develop and review recommendations relating to changes in the state dissemination plan.
6. The program unit responsible for the project was reorganized and merged with another program unit (Programs & Learning Resources Section) in November, 1978.

The aforementioned changes, lack of continuity of project staff and a series of organizational changes within the agency all created delays and necessitated revisions in work in progress as new people became more closely involved in the planning.

Beginning in November, 1978, the final two months of the planning grant, the agency task force recommended four major changes (Progress Reports Nos. 1 and 3). These changes included: (1) an increased emphasis during the first year of the plan on improvement of coordination and communication within and among the agency and its divisions; (2) increased attention to the identification and coordination of already existing dissemination systems within the state; (3) a decreased and more closely defined scope of project activity during the

first year and (4) improved configuration for formal advice and direction from the field, especially from the ESDs.

In addition, the task force stressed that the management structure of the agency, including its five divisions and the already functioning dissemination systems, should be integral to any state dissemination plan. Existing communication linkages between the agency and the nine ESDs should be utilized and strengthened rather than focusing on the development of what might be perceived as a "new" communication system.

With the task force recommendations in mind, project staff concentrated on several priorities during the final month of the project: organizing project materials and files, further revising of the draft state plan to incorporate the task force recommendations, displaying and reorganizing dissemination materials in the RIC and outlining next tasks to be undertaken.

An elected representative of the ESDs has been added to the agency task force to assure formal input on the type and extent of ESD participation. The Washington State Facilitator has also been appointed as a task force member.

Washington State's participation in this planning effort was one of constant learning, adjusting, redefining and revising of perceptions and needs elicited from a wide variety of sources.

In retrospect, several key factors emerged that should be considered carefully by other states engaged in development of similar comprehensive dissemination efforts:

1. People enter into dissemination activities with a wide variety of understandings and level of commitment. The "language" of dissemination appears to be a deterrent to understanding the concept of potential for instructional improvement through dissemination. Understanding and acceptance of the language comes slowly - especially to those who participate in the activities as only one of several areas of activity.

SUMMARY & CONCLUSIONS (cont.)

2. When planning activities and objectives are developed, the autonomy and authority of divisions and sections within the agency, school districts and other agencies must be considered carefully. Activities and objectives must be flexible enough so that the independent agencies and organizations are encouraged to participate within their own activities and priorities for instructional improvement.

3. Projects must be perceived to be clearly defined in concept and manageable in terms of budget and staff time available in order that all of those involved can anticipate some immediate benefit from participation in the planning.

4. Persons and/or agencies affected by a project must not only be deeply involved in the planning but also must see evidence that their input has been solicited, evaluated extensively and will be considered in future planning.

5. Planning processes must include a formal but flexible system to identify, verify and redefine needs as more input is received. The need for major recycling based on planning evaluation should be examined and supported or rejected by a broad-based group of those involved, as well as by the project staff.

6. Existing administrative structures, lines of communication and operating dissemination systems must be considered carefully in project development or future institutionalization may be jeopardized.

7. Continuity in project personnel during certain critical planning periods is necessary to assure that evolving projects continue systematically using past experiences as well as new data to make effective and timely decisions.

While Washington State could not complete the comprehensive state plan within the time of the planning grant ending December, 1978, finalization of the plan was determined to be a priority within the agency. The Superintendent allocated staff and resources within the agency budget to assure completion of the plan. It is anticipated that this now completed plan and revised administrative structure will form the basis for improving capacity for local instructional improvement for several years in the future.

CHRONOLOGICAL OVERVIEW OF PLANNING PROJECT SYNTHESIZED THROUGH ANALYSIS

OF

PROGRESS REPORTS

Grant No. NIE-G-78-0017

Project No. 7-0347

PROGRESS REPORT #1

During the first quarter, project staff concentrated on scheduling and coordinating a number of meetings with educators around the state. Particular attention was given to Educational Service District staff members and their potential role as "linkers" in a state dissemination plan. A series of twelve meetings (study groups) was organized to solicit data on teacher and administrator dissemination needs. The following summary of needs provided evidence that Washington State educators were concerned with implementing effective and productive educational practices. Responses also indicated that access to reliable information and recent research was not sufficient in itself to effect instructional innovation. People-to-people assistance by trained dissemination specialists was needed to link Washington State educators with needs to a variety of resources appropriate to those needs.

Five major areas of need surfaced as a result of the input from the twelve study groups and served as a basis for subsequent planning throughout the project:

1. General lack of awareness on the part of classroom teachers of informational sources and how to access those sources.
2. An inadequate communication system for transmitting research results to pratitioners. Educational personnel lack awareness of research and have little skill or time for adapting it to everyday classroom use. The use of research in developing instruction theory and practices is little understood and poorly communicated.
3. Lack of people-to-people help.
4. Lack of trained people to provide continuing support in developing and using educational data-based research systems.

5. Lack of knowledge at all levels of what is available and how to use it.

Progress Report #1 outlined a plan for meeting the previously described needs through four major activities: (1) development of a comprehensive dissemination system to provide educational research and practices to LEAs; (2) creation of a cadre of trained linkers; (3) initiation of a central knowledge bank and (4) implementation of a series of activities designed to build awareness of the need for systematic procedures to relay solutions to educational problems.

PROGRESS REPORT #2

During the second quarter of the project, activities centered upon obtaining feedback to the plan proposed in Progress Report #1, contacting potential linkers, identifying training needs and existing areas of linker expertise and projecting field needs and priorities for informational resources.

Feedback to the proposed plan indicated increasing recognition of the need for more effective ways of linking educators to educational research and promising practices. However, as planning activities proceeded, project staff also received feedback that the proposed plan required heavier commitments of staff and resources than originally anticipated by some of the proposed participants, particularly the ESDs.

Project staff began the work of redrafting the proposed plan, soliciting additional input from educators who had participated earlier in developing the proposed plan. Also, suggestions and perceptions of needs from other members of the agency staff were requested. During this period the Division in which the project was located underwent reorganization. The project coordinator, assigned to a different administrative unit of the agency, left the state, and additional assistance was requested from other permanent staff of the Division to assist project staff in reassessing and redrafting the dissemination plan.

PROGRESS REPORT #3

As work proceeded during the third quarter of the project, a variety of existing dissemination systems both within and from outside of the agency began to figure more prominently in the development of the planning. Additional staff throughout the agency became more closely involved in the planning through formation of an agency-wide task force. This task force consisted of appointed representatives from each division of the agency. As staff participated in information exchange and continuing discussion of needs, current activities and available resources, it became apparent that communication within the agency and a system for effective coordination of the various dissemination systems within the agency was of foremost need. The task force indicated that a system for coordination of agency dissemination activities was a first priority to be addressed in the revision of the state dissemination plan.

During this period, the project director retired from the agency and the section in which the project was located was reorganized. Project staff, however, continued assigned activities and worked closely with members of the task force in the planning process.

PROGRESS REPORT #4

This report to the task force outlined the current thinking and status of dissemination planning within the agency and included a number of recommendations for consideration by the task force. Several major recommendations received strong support by all members and the following concepts were deemed essential for incorporation into the state plan prior to its adoption:

1. The interactive process of dissemination provides a basis for developing teamwork among the programmatic efforts of SPI, the ESDs, local schools and others in enhancing instructional improvement efforts.

2. The SEA has a responsibility to work with educators and others to identify outstanding needs in education within the state and to confirm priorities and develop strategies for meeting these needs. In addition, the state has a major responsibility in identifying and disseminating the research and development outcomes which have the most potential of contributing to the meeting of these needs.
3. An effective dissemination plan should include the capability for sensing local school needs and responsiveness to the wide range of needs existing in local sites. While all schools have some inherent capacity to plan instructional improvements and initiate these changes, most (especially small schools) need additional assistance. A needs-sensing capability should be developed to identify the difference between the capacity of a school to initiate change and a level of change capacity necessary for responsiveness to needed changes. For some school districts, the primary need will be that of information exchange; their need should be met by improving access to knowledge sources. For other schools, considerable need will exist for assistance in problem-solving approaches to instructional planning; their needs will require inservice and staff development in effective group planning for instructional improvement as well as a variety of technical assistance.
4. The ESDs are a logical and prime linkage system for instructional improvement efforts between the SEA and the local school districts. A clearinghouse for instructional improvement information and training resources would enhance the work of SPI and the ESDs in their support of local school districts.
5. Involvement in dissemination planning at the regional level can assist the State in coordinating resource uses and identifying additional needed resources, especially those available through the NWRx and Region X of the USOE.

6. The role of the agency Resource Information Center should be restructured in order to provide service as the SEA clearinghouse for needed informational and research resources.
7. And, most certainly, the effectiveness of a state effort for improvement of instruction is contingent upon a commensurate effort at the local school level where the principal as an instructional leader and key teachers of the building are committed to changes as a result of involvement in planning and decision-making regarding local site needs and aspirations.

It is apparent that the major concepts of the state plan for dissemination were shaped and reshaped throughout the planning process as more information became available and more people became involved. Washington State still has a great deal of work to do before the plan becomes fully operational, and it is expected that a similar evaluationary process will continue to guide our efforts in the future.

SPECIAL PROJECT PLANNING PROPOSAL

Grant No. NIE-G-78-0017

Project No. 7-0347

A P P E N D I X "A"

A B S T R A C T

The purpose of this proposal is to assist educators in the State of Washington in their efforts to improve instructional programs through the development and implementation of a coordinated, systematic research/resource dissemination plan.

The three major objectives of this three year effort are: (1) To develop at the office of the State Superintendent of Public Instruction a coordinated intra-agency dissemination system that will expedite the flow of information both vertically and horizontally throughout the state education agency; (2) To provide linkages to relevant information sources outside of the agency and to furnish the technical assistance and resources necessary to make these sources accessible to district level practitioners in an efficient and functional manner and (3) To provide leadership and coordination of services to educational service districts and local school districts through the development and management of a comprehensive dissemination system that is readily accessible and relevant to the needs of local practitioners. A first year priority is the necessity for coordination of existing dissemination systems and resources within the state education agency itself.

These proposal objectives are a direct result of needs expressed by teachers and administrators in 1978 through an NIE funded dissemination planning grant and an ongoing agency-wide Dissemination Task Force which serves as an advisory group to the agency dissemination effort.

The combination of a well-trained and dissemination oriented staff at the state educational agency and in each of the educational service districts, a major existing communication link with local school districts, a coordinated system to access needed research results and information will significantly improve the dissemination capacity of Washington State.

A. Definition of Problem

The problem which this proposal is designed to address is the current lack of coordination and limited accessibility of the many existing program improvement dissemination systems in the State of Washington.

This lack of a coordinated system for researched based and consistent program improvement efforts results in:

1. Staff at SPI who are unaware or only partially aware of existing research and promising programs outside of their own assigned areas of responsibility.

2. Staff of ESDs (a prime dissemination link between SPI and local district personnel) who receive fragmented and incomplete information on state, regional and national resources. A coordinated dissemination plan for Washington State would increase knowledge of an improved access to these resources through coordination of information to the ESDs from SPI and from the ESDs to local school districts.

3. Classroom teachers, building and district administrators who are accustomed to using existing formal and/or informal communication networks. These networks may or may not address their needs for quality information on selection and choice of appropriate research and program improvement assistance.

In approaching this problem of developing coordination of systems for instructional program improvement, the three major needs addressed in this proposal are:

1. The development and initiation of a dissemination management plan and strategy within the State Superintendent's office which will improve vertical and horizontal communication in that agency.

2. Reorganization of the presently existing Resource Information Center.

3. A systems approach to getting needed information in, around and throughout the agency using existing administrative structure, and from the agency to the local school districts through the nine existing Educational Service Districts.

Generally, all professions have a basic body of knowledge upon which the practitioner must rely to successfully function in that profession. Education has several unique characteristics that make a functional information flow an absolute necessity. First, the teacher sees the student for a relatively short time (usually nine months) in a process that often takes over twenty years to complete. The teacher must rely on information generated by others to enable him/her to best develop a program that will be correlated with the the long range needs of the student. Further, the teacher has no control over the innate abilities of the student and must have research available to enable the teacher to use the best available teaching strategies and materials to meet the unique needs of each individual student. And finally, teaching is generally a solitary activity and teachers continually need to check their use of materials and strategies against the research (since team or group planning and evaluation is seldom the common practice in education) and to make use of the many resources and development products available to them.

The optimum situation then would find every teacher and administrator managing the learning process in the classroom, making decisions as to the selection of materials and programs, based upon a solid body of readily available validated research and its products for classroom use.

This discrepancy, the difference between the optimum and the actual, is the basis for the three year basic objectives of this proposal to bring about school improvement in Washington State. The goal is to make the teachers and

administrators in the public schools of the State of Washington consistent and regular users of research results in the decision making process in their classrooms and schools.

A.1. A description of the present status of the dissemination program, including descriptive data covering the resources, services, and outcomes of present activities;

The State Superintendent of Public Instruction has relied in the past on the attached dissemination activities (see Figure 1 page 4).

Another dissemination effort which has met with a high degree of success is the State Facilitator Project and the State Dissemination Project operated by the Yakima School District on grants from USOE and ESEA Title IV-C funds through the Washington State Superintendent of Public Instruction. Although the final figures are not yet available for 1978-79, a preliminary estimate indicates that over 950 inquiries were processed by the project this year which resulted in approximately 180 formal adoptions.

This process, which is funded with the approval and support of the State Superintendent, must be considered a part of the formal dissemination plan of the State, even though it functions at the LEA level.

Additionally, the Northwest Reading Consortium, working out of SPI, has built an extensive body of knowledge about successful dissemination practices and provides a valuable resource for the future.

The existing RIC, which serves the entire agency, contains the ERIC collection, CIJE, and microfiche readers and printers. A wide variety of books and current periodicals are circulated to staff. Interlibrary loan through the Washington State Library provides access for staff to other materials in public research and public and private university library collections throughout the state.

DESCRIPTION OF CURRENT MAJOR SEA DISSEMINATION ACTIVITIES

Activity	Audience	Description
"Your Public Schools	Every educator in the State plus selected lay persons	A bi-weekly newspaper which addresses all educational topics, legislation, new programs, research, meeting notices, etc.
Memo system	Appropriate individuals, schools, local school districts, and educational services districts	Usually single subject matter bulletins
"Open Channels"	S.P.I. Staff	House organ which covers wide range of appropriate professional and agency information.
Meetings (Staff)	Assistant Superintendents and Deputy Superintendents.	Held weekly and generally deal with agency operation and policy.
Meeting (Staff)	Deputy Superintendent Assistant Superintendent and section heads.	Held monthly and generally deal with agency operation.
Meeting (Division)	All staff in each division	Held seven times each year and deal with operation of division
Meeting (Informal)	Interested staff	Ad hoc and informal. Usually limited to one subject.
Cross Agency Task Force	Task Force	Called by Superintendent for special task force effort. Ad hoc.
Resource Information Center	S.P.I. Staff or any interested educator	The Resource Information Center is located at S.P.I. and contains the following: 1. General education reference 2. Special collections 3. Pamphlets 4. Curriculum guides 5. Professional journals 6. Vertical file 7. E.R.I.C. (Fiche and index)
Meeting, Workshop and Conference	All interested educators	Throughout the year, the State Superintendent sponsors a wide variety of meetings, workshops, and conferences dealing with a wide variety of subjects which are open to all educators
Consultant Services	Teachers and Administrators	Responding to specific requests for assistance

Figure 1

Nine intermediate Educational Service Districts provide major dissemination services from SPI to teachers and administrators in the 300 local school districts. A curriculum staff member has been officially designated as the dissemination liaison person between SPI and the local school districts.

Finally, each division of the SEA has established informal, and often formal, dissemination networks which relate to specific assigned areas of responsibility such as Basic Education, Remediation, Title I Migrant programs, Inservice activities.

(For a description of the present status of regional dissemination resources and activities, refer to Section C.4.2., page 18.)

Under the present operational mode at SPI, no one person or office is responsible for the total dissemination strategy. There needs to be a coordinated dissemination effort directed at the total education community, and a coordinated effort to keep all agency members aware of what is happening within the agency.

In spite of the considerable resources and dissemination activities of the state agency, the outcomes of these efforts do not meet needs expressed in the agency or field. A survey has indicated that it is a matter of concern at all levels that the information flow to the district level practitioner is inadequate and does not meet the needs of teachers and administrators at the district and building levels. (Refer to Section A.3.1 and A.3.2, page 6.)

A.2. A formal statement of SEA objectives for dissemination activities;

Objective #1: To develop within the office of the State Superintendent of Public Instruction a coordinated intra-agency dissemination system that will

expedite the flow of information both vertically and horizontally throughout the state education agency.

Objective #2: To provide linkages to relevant information sources outside the agency and to furnish the technical assistance and resources necessary to make these sources available to the district level practitioner in an efficient and functional manner.

Objective #3: To provide leadership and service to school districts through the development, management, and operation of a comprehensive dissemination system that is readily accessible to the local practitioner and relevant to his/her needs.

A.3. A statement of the specific operational objectives of the proposed project:

The operational objectives for the first year of this plan flow directly from the verified needs expressed by practitioners in the field and the members of the agencywide dissemination task force recommendations.

The processes used in determining these needs are outlined in Sections A.3.1 and A.3.2 and resulted in the following operational objectives for the first year of this proposal. They are outlined here in relation to the project goal and SEA formal objectives (see Figure 2 on the following page).

A.3.1. Identification of the education and dissemination needs, including the needs of minorities, women and the disadvantaged, to which this project is addressed;

A.3.2. A brief description of the process by which the SEA dissemination needs were assessed and the problems addressed by the project were identified.

The needs for this project were formally identified by a Dissemination Task Force created at the direction of the State Superintendent. This group has broad representation within the State Agency and also includes the director

OPERATIONAL OBJECTIVES AND THEIR RELATIONSHIP TO THE FORMAL DISSEMINATION OBJECTIVES AND GOALS OF THIS PROPOSAL

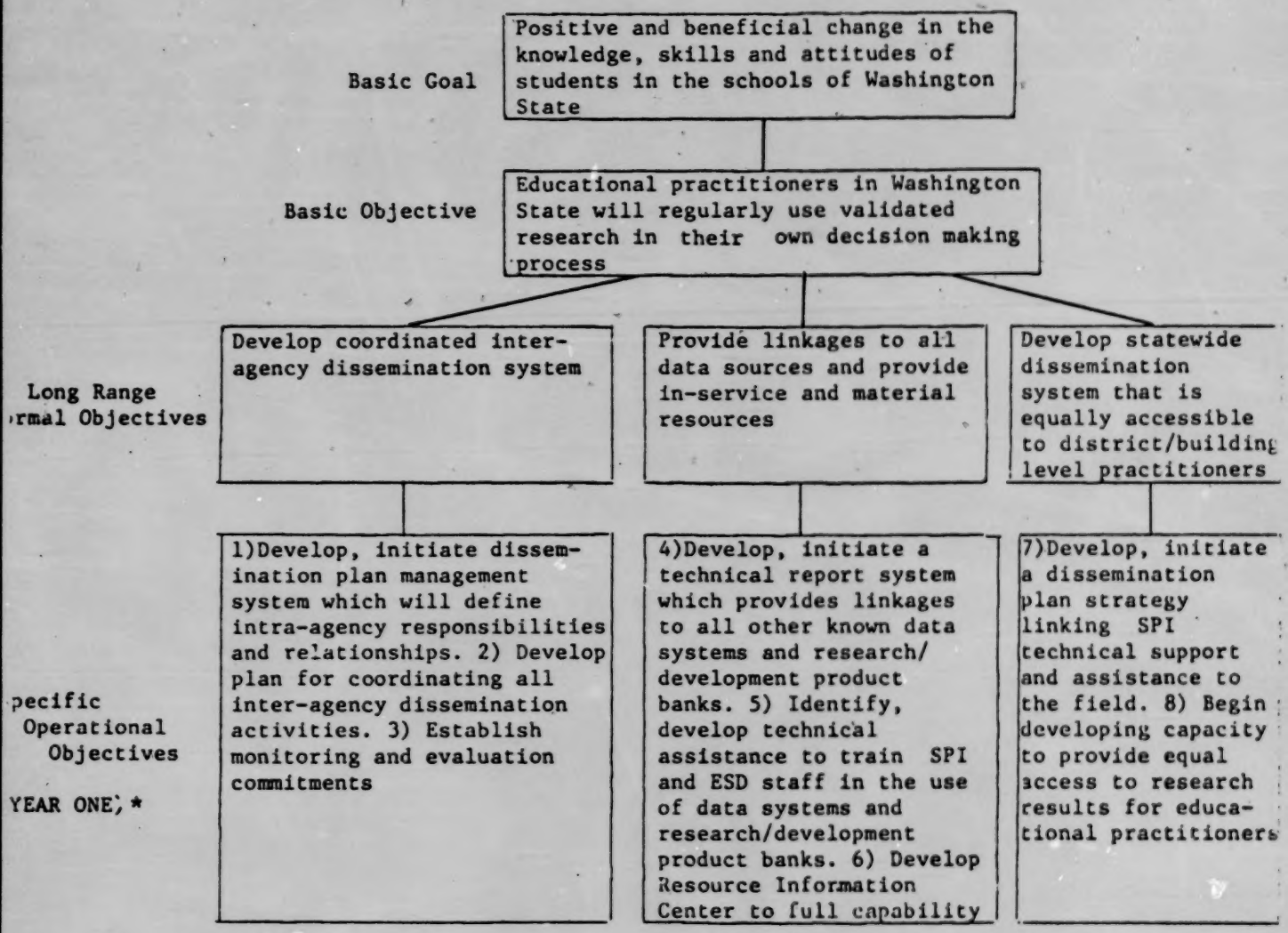

Basic Goal
Positive and beneficial change in the knowledge, skills and attitudes of students in the schools of Washington State
Basic Objective
Educational practitioners in Washington State will regularly use validated research in their own decision making process
Long Range
rmal Objectives
Develop coordinated inter-agency dissemination system
Provide linkages to all data sources and provide in-service and material resources
Develop statewide dissemination system that is equally accessible to district/building level practitioners
pecific
Operational
Objectives
YEAR ONE, *
1)Develop, initiate dissemination plan management system which will define intra-agency responsibilities and relationships. 2) Develop plan for coordinating all inter-agency dissemination activities. 3) Establish monitoring and evaluation commitments
4)Develop, initiate a technical report system which provides linkages to all other known data systems and research/development product banks. 5) Identify, develop technical assistance to train SPI and ESD staff in the use of data systems and research/development product banks. 6) Develop Resource Information Center to full capability
7)Develop, initiate a dissemination plan strategy linking SPI technical support and assistance to the field. 8) Begin developing capacity to provide equal access to research results for educational practitioners

Figure 2

* The overall dissemination plan which has been developed to meet the needs identified by the Task Force will be partially implemented in the first year of the project. It probably cannot become completely operational in less than three years. The specific operational objectives listed at this time are those objectives that are attainable and feasible in the initial year (1979-80).

of the State Facilitator and State Dissemination Programs, and a representative the nine educational service districts. While charged with the general assessment of the broad based state educational needs for dissemination, special attention was to be given to the particular needs of minorities, women and the disadvantaged. (The makeup of this Task Force can be found in the appendix.)

As part of an NIE funded Dissemination Planning Grant, a series of twelve meetings were held through the State of Washington in 1978 to which teachers and administrators were invited to speak out on dissemination needs. The following is a brief summary of the needs developed at these conferences:

1. There needs to be a comprehensive informational network system established which has access to a wide range of data sources, banks of proven practices, and validated research information.

2. There need to be specialists available who are trained in dissemination activities to expedite the requests from the field and link the teacher and the research needed.

3. There needs to be a central resource information center that can furnish descriptions of current practices, that can interface directly by electronic means with other data bases, that can produce fiche and hard copies of ERIC, and which can furnish the staff to provide at least some hand searches.

4. There needs to be a system that is readily available to the building level teacher and which is capable of two-way communication between the teacher and the network system base.

The inter-agency Task Force on Dissemination which was convened by the State Superintendent to study current dissemination practices has also identified another critical need. Under the present operational mode at SPI, no one

person or office is responsible for the total dissemination strategy. There needs to be a coordinated dissemination effort directed at the total education community, and a coordinated effort to keep all agency members aware of what is happening within the agency, the region and in national dissemination efforts.

In summary, it has been generally established that there was a validated need for information at the local level, that technical assistance was necessary to train the practitioner in how to use the system, that systems must be developed which inter-face with all existing information sources, and finally, the system must be readily available to the practitioner at the local level. Special emphasis must be given to minorities, women, and the handicapped to enable these groups, who historically have been ignored by the system, to have easy access to data which will ensure them parity in the education system.

B. Results or Benefits Expected

B.1. Indicate how the proposed project will contribute to attainment of a comprehensive SEA dissemination capability;

Attainment of SEA objective #1 will provide:

1. A formal agency policy on dissemination and design of strategies to implement the policy.

2. Development of a system for coordinating existing SPI dissemination activities:

a. an inventory of existing dissemination systems and resources with identification of unmet needs;

b. a plan for staff development/orientation/awareness of existing resources for program improvement in the agency, state and region;

c. extensive involvement of agency staff, vertically and horizontally, in assessment of current and future needs and providing recommendations for

organizing to meet those needs.

3. This system will be interfaced with dissemination activities that are currently being conducted between the SEA and the Northwest Regional Educational Laboratory, Region X of USOE, NIE and USOE.

Attainment of SEA objective #2 will provide:

1. Reorganization and improvement of current Resource Information Center services in order to serve as a prime clearinghouse to existing data sources.

2. An interagency agreement to tie data sources of the State Library, (ERIC, Lockheed Information Systems, System Development Corporation, Medline, New York Times Information Bank, Databank, Washington Library Network, and the Legislative Information System) with the Resource Information Center at SPI.

Attainment of SEA objective #3 will provide:

1. A system for cooperative development of plans to assist ESD personnel and other instructional staff in their efforts to link local school district administrators and teachers with information and research relevant to their needs.

a. identification of needs as perceived by broadly representative groups within the ESD areas;

b. trained linkers at the ESD level who are adequately informed of available services and resources and how to access them;

c. equality of access to and use of dissemination systems for informed educational planning by teachers and administrators at all levels.

The results anticipated through the attainment of the objectives of this project will include a coordinated state dissemination plan directed at making classroom teachers and school administrators skilled and professional consumors

of research, which ultimately should produce a beneficial change in the knowledge, skills, and attitude of our basic client, the students in the schools of the State of Washington.

This state plan will also incorporate the planned interfaces of the state dissemination systems with other state, regional and national efforts.

B.2. Provide quantitative quarterly projections of the accomplishments to be achieved. (Figure 3 (Page 21) outlines these quantitative quarterly projections and the proposed timelines for accomplishments.)

B.3. Specify the contribution the project is expected to make to improve equality of educational opportunity.

This project will have a significant effect on the equality of educational opportunity within the state in two aspects. First, because of the size of the state, its vast areas of sparse population, and its high concentration of population in the Seattle-Tacoma area, the size of school districts in Washington differ greatly. Almost eighty four percent (83.9%) of all students attended school in one of the 86 school districts that had 2,000 or more students in 1978. Since Washington has 300 separate school districts, this means that 16.1% of the students attended school in one of the 214 school districts that had less than 2,000 students. Some of these small districts, 26 to be exact, have less than 50 students. Proper staffing of the small schools is extremely difficult and most exist with no curriculum support personnel. To the teacher in these small and often remote school districts, a system to place valid research results at his/her finger tips will provide means to educational equality not presently available by offering research and development products for classroom use.

Second, Washington is a state of diverse cultures and languages. It has significant migrant and Indian populations which require unique classroom strategies and places additional work on classroom teachers and administrators. The

opportunity for classroom teachers to obtain current valid research and products in such areas as bilingual education, bicultural education, the education of the disadvantaged, sex equitable programs for women and opportunities for the handicapped will certainly promote equal education opportunity for all throughout the state.

C. Approach

In describing how the proposed work will be accomplished within the context of sound dissemination theory and practice, applicants should include:

C.1. A description of the rationale for the solution of the proposed approach from among specific alternatives;

Historically, bureaucracies tend to resolve problems by a special allocation of resources to be used in the solution of the problem. This usually translates into a new subsystem in the bureaucracy, a new staff, and additional regulations directed at the already over-regulated and over-burdened staff in the bureaucracy. This is, of course, one alternative to the solution of the dissemination process, but it is one that the Task Force has firmly rejected.

However, if the solution structure is integrated into the established system and if it is presented as an opportunity which can be instrumental in solving existing problems, the Task Force feels that SPI staff and practitioners will see the dissemination effort as a valuable tool which they can use in helping them gather data for use in their own decision making process.

This project is directed at infusing a strand of dissemination information into all inservice workshops and into all consultant services provided by the State Superintendent's office and in the various ESD's. As a part of this

project, State and ESD staff will be oriented to consider and treat dissemination of promising practices and current educational research results as a routine part of all inservice activities regardless of the subject matter. Teachers and administrators will be trained to access information as an integral part of regularly scheduled workshops through workshop modules developed jointly between SPI and ESD dissemination staff and representative target groups. In this light, dissemination can be viewed by the practitioner as part of the solution to a problem and not as a separate, unrelated task.

C.2. A work plan explicitly describing the activities and procedures to be carried out in terms of information, resources, linkage, and leadership;

Figure 3 (Page 21) was completed in some detail and is essentially a work plan and timeline for the first year of this project. In terms of linkages and leadership, the following schematic (Figure 4) shows the project leadership and how it relates to the normal structure of SPI. (Refer also to related information in Section C.3.)

C.3. A description of the extent to which the State is going beyond its current dissemination activity;

C.3.1 Relevant resources now available:

Relevant resources currently available are outlined in Section A.1, (Page 3).

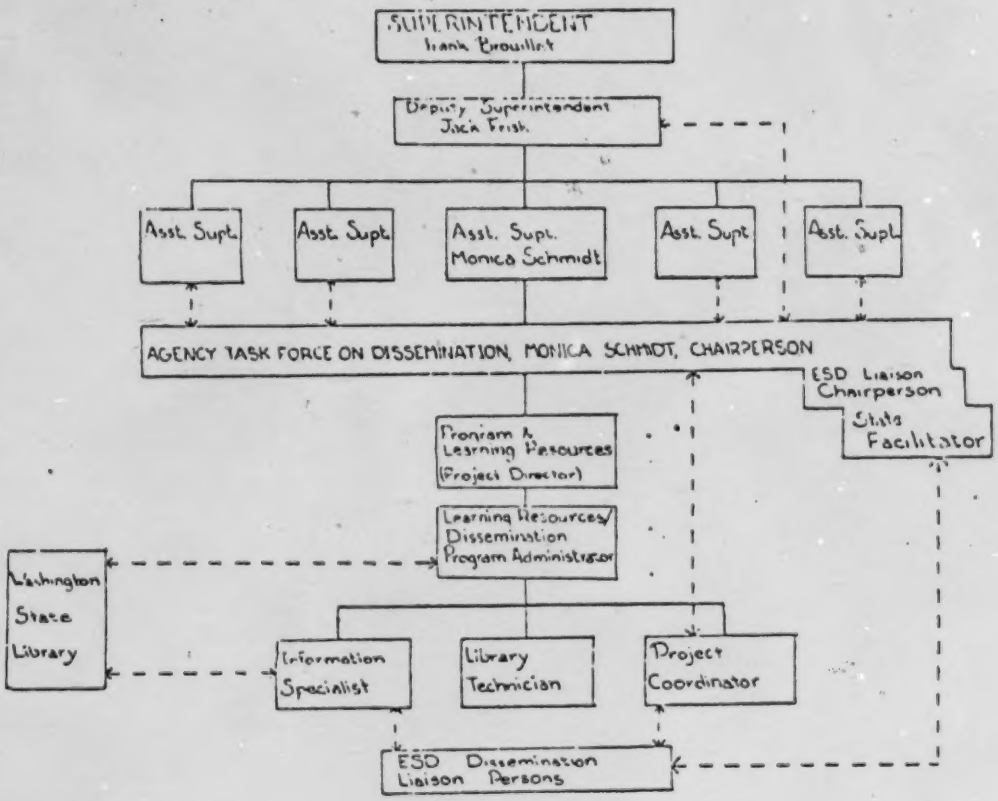
C.3.2. How these resources will be configured to improve dissemination services to all educaotrs, including minoritieis, women, and the disadvantaged;

Refer to description provided in Section B.3 (Page 11).

C.3.3 How the grant will be used to complement existing resources.

It is not the purpose of this project to develop a totally new dissemination strategy for the educational community in the State of Washington. The purpose

INTEGRATION OF PROJECT ORGANIZATION PLAN TO SEA STRUCTURE*



It should be noted that Dr. Monica Schmidt, Assistant Superintendent for Instructional and Professional Services, will Chair the Task Force. Through the representatives from the other Divisions, every Assistant Superintendent will have input to the Task Force.

The Project Coordinator and the Information Specialist are the only staff members funded by the project. All others are regular employees of the agency.

*Note responsibilities of Task Force members which interface with other regional exchange and dissemination systems as detailed in Section C.4.2 and the Appendix. (Page 17 and A-4)

Figure 4

of this project is to assess the present dissemination capabilities, systems and activities (the "what is"), then compare them to an optimum strategy (the "what should be"), and then develop a strategy that will effectively meet the discrepancy between "what is" and "what should be."

Figure 1 (Page 4) and Section A.1. detail the "what is". In Sections A.3.1 and A.3.2 (Pages 6 - 9) we have discussed the findings of the Dissemination Task Force and the feed-back from the twelve regional meetings; the "what should be."

Our goal and objectives flow logically from that statement of need. We see no lessening of current dissemination activities and the present system will continue with minor changes. However, certain essential activities, which were identified in the needs assessment as important, but absent from the current operation, will be implemented. The specific operational objectives describe the outcomes that we expect over and above the current status of the Washington State education dissemination effort and are described in Figure 2 (Page 7). (See also Sections B.1 and B.2 "Quantitative Quarterly Projections" (Pages 9 and 21) also Section C.4.2 (Page 17).

C.3.4 How Federal funds will be used in combination with SEA support to provide program improvements described in the work plan.(using a program budget format based on budget categories in Section 13, indicate the distribution of funds by Federal and State);

Budget projections have been prepared on the appropriate forms with a budget detail placed in the Appendix to conserve space. The budget detail is sufficiently specific to show how the federal funds will supplement the state in-kind contributions.

C.3.5. How the new dissemination activities will be institutionalized to to provide for their continuation after termination of Federal support.

Care must be taken in developing a specially funded activity so that funding for continuation of activities will be available at the termination of the grant period. This is an important consideration where a new entity or a totally new activity is being developed. This is not the case in this proposal. It will be noted that the Project Director (Wieman) is not paid out of the grant nor is the Program Administrator (Newman). The roles of the two persons to be hired with projects funds generally will involve project development, coordination of training activities and restructuring of the RIC. These tasks will be largely completed within 2-3 years. Every effort will be made during the term of the project to plan for a complete and orderly blending of staff responsibility to the state funded staff (including the Washington State Library) in the final year of the project.

C.4. A management plan developed in terms of information resources, linkage and leadership that:

C.4.1. Shows how the proposed one year effort will serve as a component in a three-to-five year plan;

Figure 2, (Page 7) and Section B.2. "Quantitative Quarterly Projections" (Page 21) outline what outcomes are projected at the end of Year Three, as well as the outcomes of the short term operational objectives for Year One. In a project of this scope it is impossible to accurately forecast the exact rate of accomplishment toward the objectives. Therefore, we feel that Year Two will be a year of assessment of movement toward the formal objectives, restructuring the strategies in light of the evaluation and monitoring reports, and possible reallocation of personnel and resources. Many Year One activities,

such as orientation workshops at the pilot ESD's will be evaluated, and if successful will be replicated on a broader base in Year Two. If not entirely successful, they will be restructured and tested in Year Two and completed in Year Three. By careful monitoring and evaluation of all activities during Year One and Year Two the project can be tuned to meet the long range formal objectives at the end of Year Three.

C.4.2. Describes how any necessary coordination will be achieved within the project or between the project and other related State regional or local activities:

Coordination With Existing State and Local Activities

As stated earlier, the lasting benefits of a specially funded project are directly correlated to the degree with which the procedures were coordinated and institutionalized during the grant period. If the staffing and procedures are a thing apart without any integration into the normal management system, the project will probably become inoperative as funds are withdrawn. However, if totally integrated into the management structure of the agency, the project can continue to function when the "start-up" cost funds are withdrawn.

A review of the project management chart on Page 14, Figure 4, will show that Dr. Monica Schmidt, the interagency Dissemination Task Force Chairperson, is also Assistant Superintendent for Instructional and Professional Services. Ms. Jean Wieman, the Project Director, reports directly to Dr. Schmidt in her role as Director of Programs and Learning Resources. The Program Administrator, Dr. Joan Newman, already reports to Ms. Wieman in her regular agency position. Of considerable importance is the fact that Dr. Schmidt reports to the State Superintendent and this brings this effort into the mainstream of the agency.

The project management chart also shows the coordination between the other

concerned agencies as well as the line and staff relationships of all individuals. Because of the presence of the nine educational service districts which already serve as links between SPI and the LEA's an exemplary coordinating system is already in place and functioning. Other existing and needed coordination of appropriate state activities will be structured through the Task Force activities, i.e., Teacher Centers.

Coordination With Other Regional Dissemination Activities

Coordination and increased interchange with regional and national resources and networks has been planned carefully: (1) The State Facilitator serves as a member of the agency dissemination task force; (2) the project director is a member of the agency dissemination task force, the Northwest Regional Exchange Advisory Board and Steering Committee for the Northwest Regional Configuration and serves as liaison to the Northwest Regional Educational Laboratory for dissemination activities; (3) the program administrator for Learning Resources coordinates activities related to the Washington State Library, Washington Library Network and organization of access to the data banks; (5) the Depury Superintendent is a member of the policy board of the SLDP, with his administrative assistant assigned as a member of the agency dissemination task force; (6) the Assistant Superintendent for Instructional and Professional Services chairs the agency task force and maintains liaison with Region X dissemination activities, the organization of ESD curriculum directors and large district curriculum administrators.

State participation in the Northwest Configuration will assist in more precise identification of state and local needs and resources, adoption of a commonly understood definition of dissemination through involvement of a wide

variety of active disseminators in the state and region, plans for coordination of existing resources systems and strategies to fill identified gaps.

Project REVRT (Regional Evaluation/Validation Review Team) a Region X program proposal, will be in operation during FY 81 hopefully. REVRT will rely heavily on state agency dissemination structures and capabilities in implementing this regional process aimed at school improvement.

The services and resources of the NWREL, available through the assigned state consultant and the regional exchange, will provide coordinating assistance so that the state dissemination system will be compatible with and contribute to an effective regional dissemination plan.

Other possible regional proposals, if funded and implemented, would provide timely and relevant resources and training which will assist in improving and extending current dissemination efforts. For example, the AASL unsolicited proposal for training school librarians as linkers could provide a training module for this group which already is a part of the Washington Library networking system.

C.4.3 Indicates by a time schedule the distribution of activities, resources, and effort across the term of the project.

C.4.4 Identifies the kinds of data to be collected and maintained and discusses the criteria and procedures to be used to evaluate the results and successes of the project.

The time schedule, activities and evaluation design are outlined in Figure 3, (Page 21). In addition to the SEA evaluation plan which will be monitored by the Testing, Evaluation and Program Monitoring Section, services of an outside evaluator have been budgeted under contractual services.

Since the activities listed on Page 21 all support the three operational

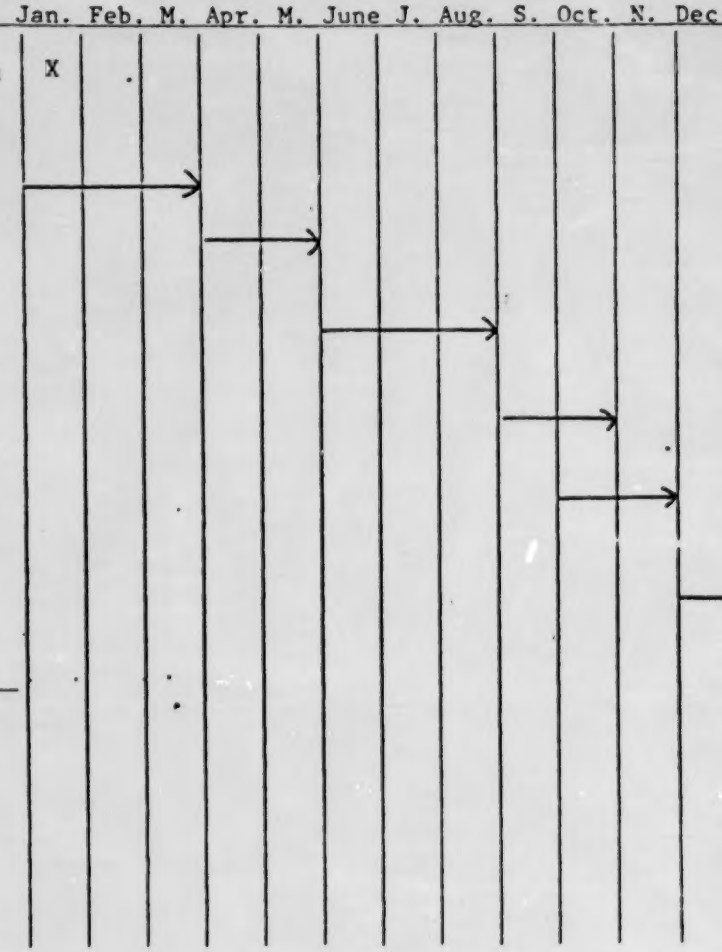
objectives for Year One an evaluation plan is proposed that closely monitors the activities mentioned above. The collection of data of this type will assure the project director that the project is proceeding as planned (formative) and it will also serve to document the meeting of the objectives for Year one (summative) so that the grantor has data with which to make decisions regarding the continuation of the project.

YEAR 1

Operational Objective #1

Develop, initiate dissemination plan management system which will define intra-agency responsibilities and relationships.

ACTIVITIES



1. Restructure SPI Dissemination Task Force to include representatives from all divisions, equal educational opportunity and field/regional organizations.
2. Identify and map existing dissemination efforts at SPI.
3. Tabulate gaps and overlaps, common efforts and perceived needs for assistance.
4. Build process for coordinating common efforts, responding to common needs, overcoming gaps and overlaps (in consultation with Task Force).
5. Prepare map of existing efforts, with plan for coordination to agency staff; collect feedback, revise and finalize plan.
6. Task Force develop, propose to agency administration the policies and procedures governing SPI Dissemination activities.
7. Design formal strategy to implement policy.

EVALUATIVE DATA REQUIRED (corresponding numbers)

1. Task Force membership list, meeting minutes
2-3. Dissemination data collection, map of dissemination efforts
4. Coordination plan
5. Feedback collection; finalized plan
6. Policy/Procedures with appropriate signatures
7. Implementation plan, memo to staff

Figure 3

YEAR 1

Operational Objective #2

Develop plan for coordinating all inter-agency dissemination activities.

ACTIVITIES

. Participate in Northwest Regional Exchange.

. Conduct activities follow-up on Northwest Regional Configuration project.

. Participate in dissemination staff development activities at regional and national levels.

.. Develop practices for coordinating state and regional dissemination information and emphases.

EVALUATIVE DATA REQUIRED (corresponding numbers)

1. Minutes/meeting reports -- Northwest Regional Exchange

2. Activities plan

3. Products developed at seminars

4. Procedures final for representation at meetings, reporting/banking information received

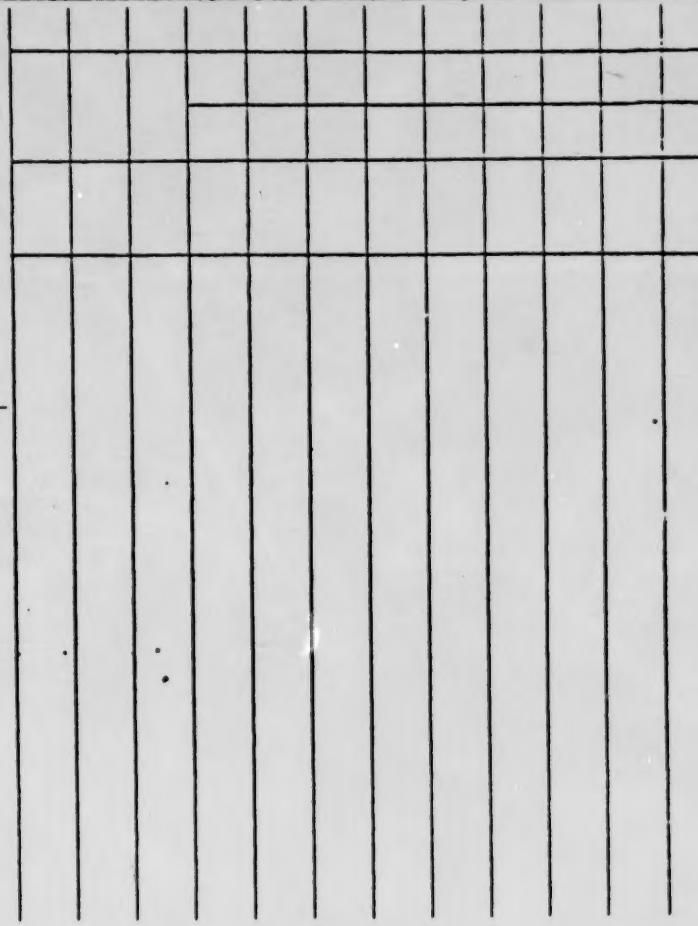


Figure 3

YEAR 1

Operational Objective #3

Establish monitoring and evaluation commitments.

ACTIVITIES

Jan. Feb. M. Apr. M. June J. Aug. S. Oct. N.

1. Review evaluation plan/procedures for Year One, finalize evaluation plan for all operational objectives.
2. Identify, design, develop, field test data collection tools.
3. Provide training to project staff in data collection and reporting procedures.
4. Conduct periodic review of data collection procedures, outcomes.

EVALUATIVE DATA REQUIRED (corresponding numbers)

1. Finalize evaluation plan

2-4. Data collection for:
1) mapping SPI Dissemination efforts
2) feedback on plan for coordinating SPI Dissemination efforts
3) measuring effectiveness of orientation/ training
4) evaluate effectiveness of RIC reorganization/ services
5) ESD staff feedback on SPI Dissemination services
6) effectiveness of SPI/ESD "Dissemination Module"

Figure 3

YEAR 1

Operational Objective #4

Develop, initiate a technical report system which provides linkages to all other known data systems and research/development product banks.

ACTIVITIES

- Formulate agreement with WSL to provide:
  - -information specialists' services;
  - -interface with data banks (ERIC, Databank, Medline, etc.) and WSL network;
  - -agency staff orientation to data banks and services;
  - -project staff training in computer searching;
- Enlist ERIC staff and NWREL assistance for developing in-house ERIC-compatable database requirements.
- Design procedures for building Resource Information Center services to agency staff and ESD Dissemination Liaison staff.

EVALUATIVE DATA REQUIRED (corresponding numbers)

- SPI/WSL contract specifying services and target completion dates
- Classification scheme; procedures chart
- Management plan and timeline; forms for receiving/distributing information; log of transactions

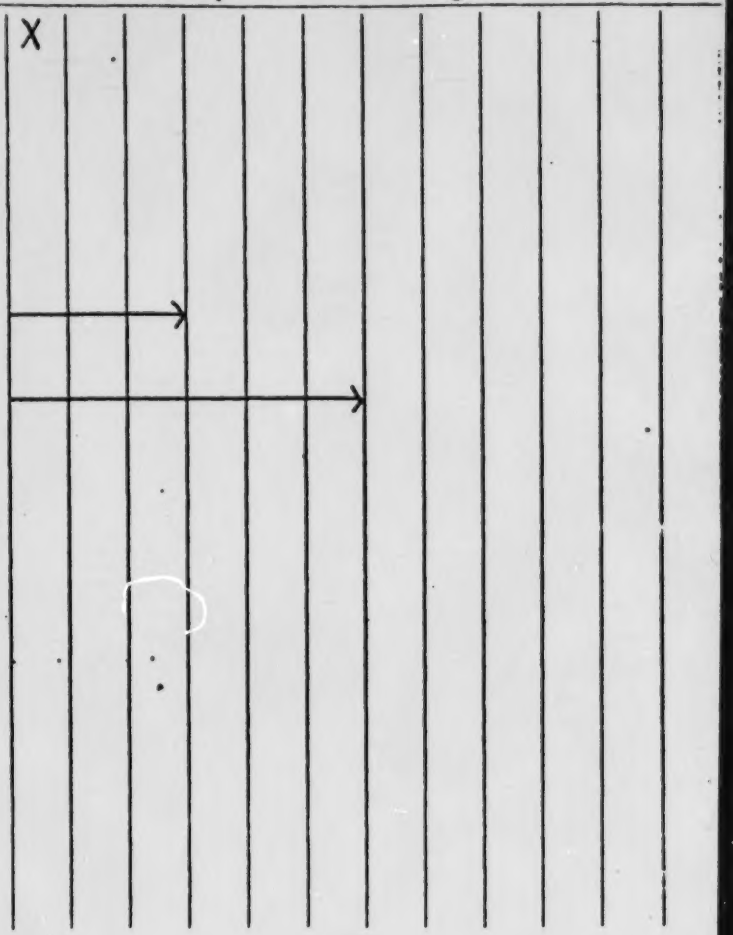


Figure 3

YEAR 1

Operational Objective #5

Identify, develop technical assistance to train SPI and ESD staff in the use of data systems and research/development product banks.

ACTIVITIES

1. Orient Task Force to resources and accessing methods to be made available through RIC; collect input for tailoring orientation to Dissemination needs.

2. Revise orientation with WSL staff and extend to SPI agency staff and ESD Dissemination Liaison staff.

3. Design training in collection/use of data banks and research and development products banks (with NWREL, WSL, State Facilitator, etc.).

4. Provide selection/use training to SPI staff and ESD Dissemination Liaison staff.

EVALUATIVE DATA REQUIRED (corresponding numbers)

1. Task Force recommendations

2-4. Data collection on: effectiveness of orientation, effectiveness of selection use training

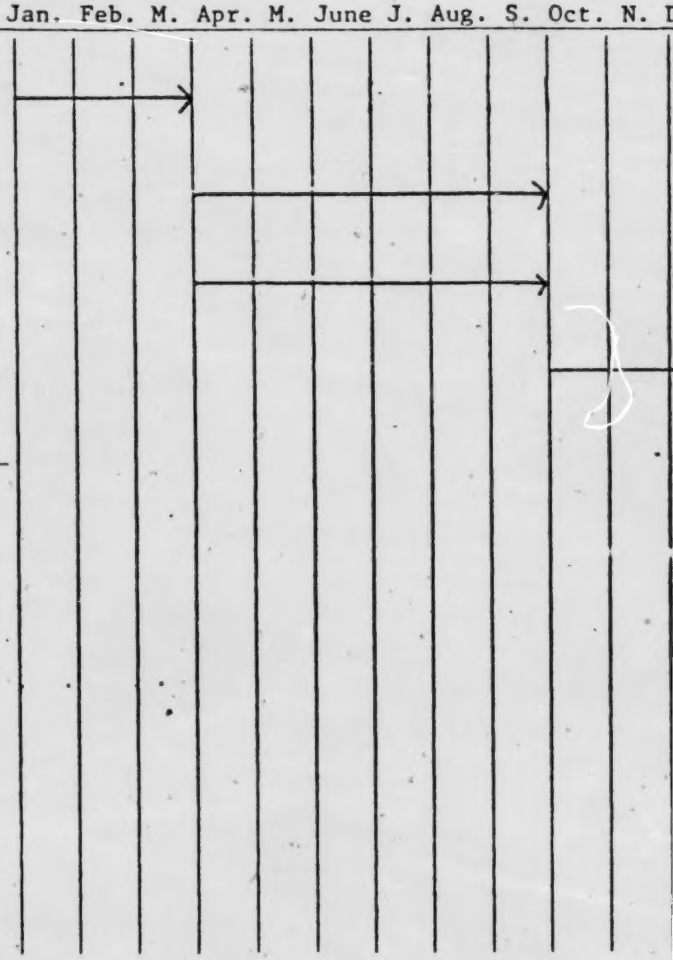
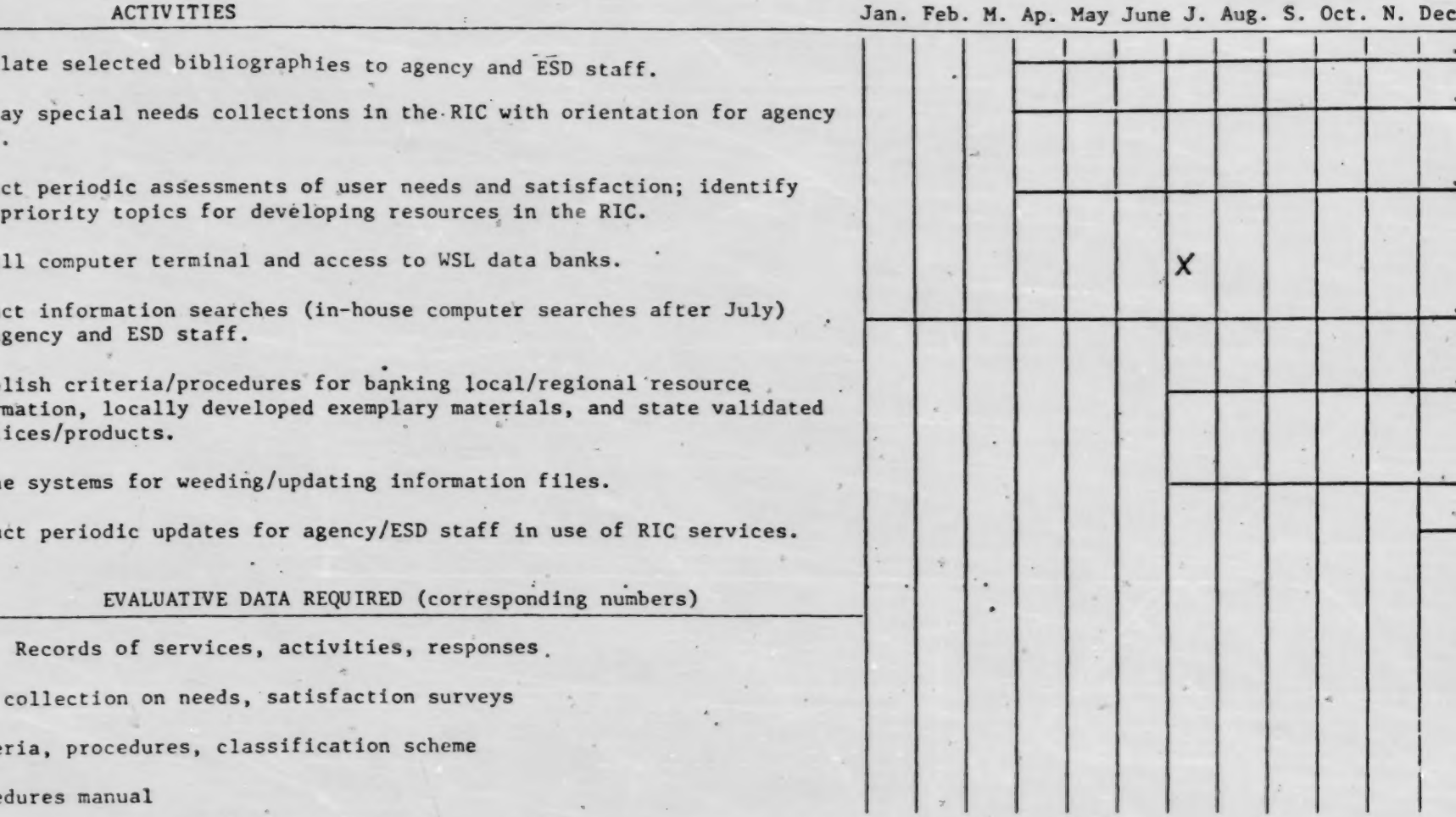


Figure 3

YEAR 1

Operational Objective #6

Develop Resource Information Center to full capability.


ACTIVITIES
Jan. Feb. M. Ap. May June J. Aug. S. Oct. N. Dec
Circulate selected bibliographies to agency and ESD staff.
Display special needs collections in the RIC with orientation for agency staff.
Conduct periodic assessments of user needs and satisfaction; identify high priority topics for developing resources in the RIC.
Install computer terminal and access to WSL data banks.
X
Conduct information searches (in-house computer searches after July) for agency and ESD staff.
Establish criteria/procedures for banking local/regional resource information, locally developed exemplary materials, and state validated practices/products.
Refine systems for weeding/updating information files.
Conduct periodic updates for agency/ESD staff in use of RIC services.
EVALUATIVE DATA REQUIRED (corresponding numbers)
, 2, 5. Records of services, activities, responses
. Data collection on needs, satisfaction surveys
. Criteria, procedures, classification scheme
. Procedures manual
. Records of needs, updated needs assessments

57

Figure 3

YEAR 1

Operational Objective #7

Develop, initiate a dissemination plan strategy linking SPI technical support and assistance to the field.

ACTIVITIES	Jan.	Feb.	M.	Apr.	M.	June	J.	Aug.	S.	Oct.	Nov.	D.
Identify needs, clarify roles of ESD Dissemination Liaison persons (Dissemination Resource Committee).	→	→	→	→	→	→						
Analyze Northwest Configuration's needs assessment for possible joint action plans with ESD and district staff.				→	→	→						
Prepare plan for orienting district staff to State Dissemination Plan.				→	→	→						
Prepare jointly SPI/ESD "Dissemination Module" for use in training personnel in accessing research results.							→	→	→	→		
Establish interim procedure for responding to requests from the field prior to adoption of ESD action plan.								→	→	→		

EVALUATIVE DATA REQUIRED (corresponding numbers)
Report of ESD "Dissemination Resource Committee"
Needs assessment, minutes, Task Force recommendations
Orientation design and plan
Module design and plan
Procedures list, memo to staff

Figure 3

YEAR 1

Operational Objective #8

Begin developing capacity to provide equal access to research results for educational practitioners.

ACTIVITIES	Jan.	Feb.	M.	Ap.	May	J.	July	Aug.	S.	Oct.	No.
. Conduct field test of district staff orientation and "Dissemination Module".											
. Prepare preliminary plan for Year Two field activities.											
EVALUATIVE DATA REQUIRED (corresponding numbers)											
. Data collection on effectiveness of orientation and module											
. Meetings, preliminary plan											

Figure 3

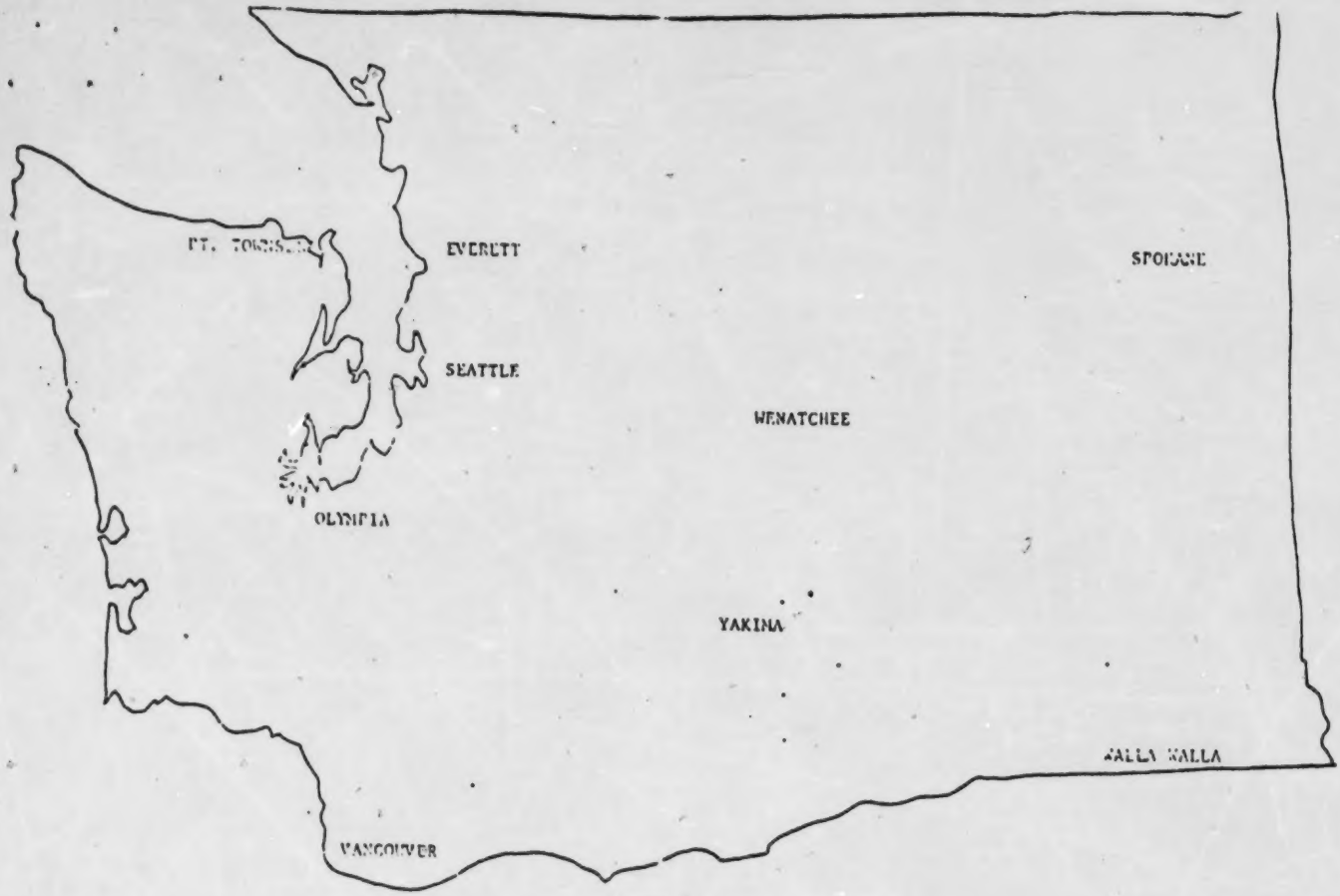


Figure 6

D. Geographic Location

Figure 6 shows the geographic distribution of the nine Educational Service Districts in the State of Washington. The Educational Service District is a state funded agency which offers a wide range of curriculum and administrative advisory support to the local school districts. While closely allied with the Office of the State Superintendent, each has its own elected board of directors and maintains considerable autonomy. By state law, certain regulatory functions are also exercised by the E.S.D. Superintendent.

The State Superintendent of Public Instruction has his office in the State Capitol, Olympia.

A P P E N D I X

DISSEMINATION TASK FORCE

1978-1979

Dr. Monica Schmidt, Assistant Superintendent,
Instructional and Professional Services.
Superintendent of Public Instruction

Mrs. Jean Wieman, Director
Programs and Learning Resources
Division of Instructional and
Professional Services
Superintendent of Public Instruction

Dr. Alf Langland, Associate for Professional Development
(Professional Education, R.D.U., Teacher Centers,
Inservice Coordinator, Teacher Corps.)
Division of Instructional and
Professional Services
Superintendent of Public Instruction

Mr. Jay Wood, Administrator
Program Development
Division of Vocational-Technical and Adult Education Services
Superintendent of Public Instruction

Dr. John Schlotfeldt, Coordinator, Title IV-C
Division of Special Programs and Equal Educational Opportunity
Superintendent of Public Instruction

Ms Carlane Washington, Program Specialist, Special Needs
Division of Vocational-Technical and Adult Education Services
Superintendent of Public Instruction

Dr. Alfred Rasp, Director, Testing and Evaluation, Program Accountability
Division of Instructional and Professional Services
Superintendent of Public Instruction

Dr. Algert Haugerud, Coordinator, Northwest Reading Consortium
Division of Instructional and Professional Services
Superintendent of Public Instruction

Mr. Keith Wright, Manager, Special Programs
Director, ESEA IV-C, Dissemination Project and State Facilitator Project
Yakima School District

Ms. Barbara Ellis, Administrative Assistant to the Deputy Superintendent
of Public Instruction
Office of the Deputy Superintendent of Public Instruction
Superintendent of Public Instruction

Mr. Warren Burton, Director Equity Education
Division of Special Programs and Equal Educational Opportunity
Superintendent of Public Instruction

Mr. Doug Goodlett, Director, Curriculum/Instructional Services
(Chairperson, E.S.D. Curriculum Directors, Official E.S.D.
Dissemination Liaison)
Educational Service District 112
Vancouver

Mr. Forest Hertlein, Supervisor, Special Education
Division of Special Services
Superintendent of Public Instruction

Mr. Rich Boyd, Director, Grants Management
(Including Title I, A and B, Remediation, State Validation Process)
Division of Special Services
Superintendent of Public Instruction

Dr. Joan Newman, Program Administrator, Learning Resources
(Washington State Library and Washington Library Network, R.I.C.,
Title IV B, Follow Through)
Division of Instructional and Professional Services
Superintendent of Public Instruction

Mr. James Click, Director Basic Skills
Division of Instructional and Professional Services
Superintendent of Public Instruction

Mr. Carl Fynboe, Director, Private Education
Division of Instructional and Professional Services
Superintendent of Public Instruction

Mr. William Hulten, Director, Special Education
Division of Special Programs and Equal Educational Opportunity
Superintendent of Public Instruction

SPECIAL PROJECT PLANNING PROPOSAL

Grant No. NIE-G-78-0017

Project No. 7-0347

A P P E N D I X "B"

DISSEMINATION NEEDS OF WOMEN AND MINORITIES

The Problem

Women and minorities are affected most directly by unequal educational opportunities, but all people are influenced. The body of knowledge concerning the majority of the American population has not been blended for a comprehensive education. This could be interpreted as pre-censhorhip which has denied all children (and thus, all adults) the opportunity for full development of individual potentials.

Education cannot neutralize all the inequalities which are caused by many factors. Education can provide educational experiences for female and minority students to raise expectations when seeking equal opportunities. Education can provide comprehensive learning opportunities for all.

Historical Background

An historic perspective is needed to develop current dissemination strategies. Any plan for the late 1970's and early 1980's must acknowledge the transition aspect of this period if it intends to improve these opportunities.

The evolution of existing resources can demonstrate this transition aspect. In the 1950's, existing resources were either not available, or, were quite isolated. Personal incentives to provide those resources were similarly limited. This situtation improved drastically in the 1960's and early 1970's. Societal demands, instigated by the Civil Rights Movement, brought federal mandates to provide the incentives for change. Existing resources increased dramatically. Although there was an emphasis placed on access to these resources, ready-access did not become a reality.

Currently, existing resources are available, but most are not in finalized formats. The integration of resources is being strengthened by such efforts

as the Women's Educational Equity Communications Network. The reality remains that this information has not become a part of the total body of knowledge.

Current Status

The current status of existing resources and relevant factors are:

(1) Data on resources has not been fully collected or organized.

(2) Access to identified resources is limited, and informal. The fluctuation of resource people, organizations and networks has not yet allowed for the full development of formal channels of communication.

(3) The format of resources is also informal and/or supplemental. Sufficient supplies of supplemental materials are not available.

(4) The time-frame in the development of these resources has been insufficient for the total process needed for most validation methods.

(5) Funding is inadequate, highly competitive, and usually short-termed. Available funds are limited and there is no reinforcement given for non-funded projects, so these are usually abandoned. The short-term aspect of most funding is a "one-night-stand" approach, which has never been effective for commitment or lasting effects.

(6) The above factors (1,2,3,4, and 5) are further complicated by the rapid development of new resources. This development-stage will probably continue for several years.

(7) Research analysis is incomplete, especially in the area of the social processes contributing to inequities. This aspect reinforces the idea that this transition stage will continue for

many years. For example, the development of strategies for working with, enlarging, and adapting cognitive styles to different learning situations, is in an initial stage.

(8) There is a major gap between equal-opportunities-laws and the implementation of those laws.

(9) There is a general lack of awareness of available resources, and/or the means to access those resources.

Emphasis of Strategy

A dissemination strategy for this transition period must emphasize the elimination of remaining obstacles; the ready-access to resources; and the improvement of attitudes of those charged with providing equal educational opportunities (which is EVERYONE in the education system).

Relevant Factors Within a Dissemination Plan

(1) The implementation of a State dissemination plan is necessary, so that the informal networks and resources can be accessed through this more formal system, (a necessary foundation).

(2) The communication system must provide access to the most current sources of information, and, to identify those resources.

(3) The means of dissemination becomes a critical factor. Sufficient quantities of supplemental materials must be available. Awareness of available resources is a continuous effort. Improvements to insure that the chain reaches the proper educators.

(4) Any evaluation process must acknowledge and accommodate this transition period. It should also consider the quality and uniformity of materials produced and reproduced by Superintendent of Public Instruction.

(5) Funding for the development and implementation of resources should be adequate to insure the success of any project. Supplemental funds

are needed to provide technical assistance, at least, to individual implementation attempts. Funding for any project must have long-term commitment.

(6) Personal assistance is vital:

(a) to locate unique resource information.

(b) to constantly up-date resource information.

(c) to develop new mechanisms to accommodate informal formats and communication channels.

(d) to implement supplemental materials into programs, processes, etc.

(e) to work with organizations and groups which indirectly affect the educational system (i.e., R&D projects, citizen action groups, government agencies, and professional organizations). This element is necessary to encourage the development, acceptance, and implementation of equal educational opportunities in the schools, and in the "alternative classroom" -- the community.

(f) to promote an awareness of available services and materials, and their value to students, in order to encourage usage.

(7) The implementation of affirmative action programs in the education system should be a priority in order to:

(a) provide diverse role-models for children within their daily environment, during their most impressionable stage of life.

(b) provide successful examples of affirmative action programs to other organizations and agencies.

These factors within a dissemination plan are also relevant to the educational needs of exceptional students (handicapped and gifted), and, in such areas as environmental education.

Documentation

These needs, problems, and recommendations have been extensively documented. The national efforts of the Civil Rights and Womens Movements have laid the foundation for documentation, and extensive validation has been done by federal and state agencies.

Washington citizens have demonstrated unique attitudes and actions towards the rights of all people, and, toward the quality of human life. Washington State has been a leader in amending State laws to reflect its citizens' committment to equal rights and opportunities.

The right of all children to education was stressed in Washington's original constitution. Washington was one of the first States to adopt a State Equal Rights Amendment; to amend its juvenile justice system to protect the rights of minors; and, to completely re-write its rape statutes to protect victims. Other actions have shown leadership in affirming human rights and conditions, such as the first voluntary desegragation of a major school district in the nation, and, the strong defeat of an initiative to restore discrimination based on sexual preference.

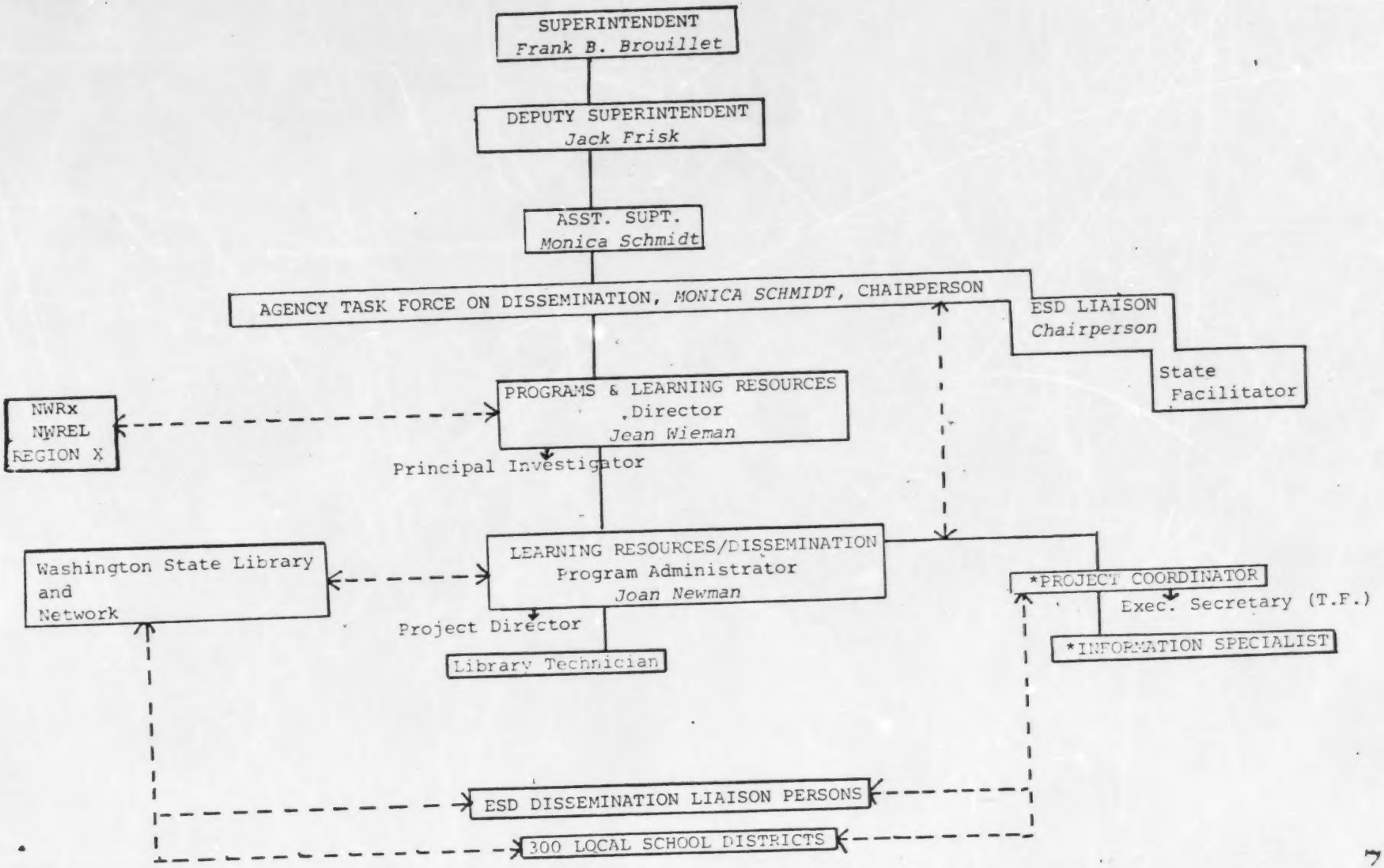
Thus, Washington educators have had an active, long-term involvement with equal opportunities implementation efforts. This has given them an unique perspective in identifying concerns and practical solutions. The concerns of equal educational opportunities response to the basic demands of justice and logic. If public education does not ensure the teaching of justice and logic, what reason is there to have public schools?

SPECIAL PROJECT PLANNING PROPOSAL

Grant No. NIE-G-78-0017

Project No. 7-0347

A P P E N D I X "C"



* to be selected

SPECIAL PROJECT PLANNING PROPOSAL

Grant No. NIE-G-78-0017

Project No. 7-0347

A P P E N D I X "D"

APPENDIX D

Availability of ERIC and other Data Bases within Washington State

Location of Data Base	Computer Retrieval Service
Central Washington State University Ellensburg	1. Lockheed (DIALOG) 2. Systems Development Corporation (ORBIT)
Eastern Washington University Cheney	1. Lockheed (DIALOG) 2. SDC (ORBIT)
Western Washington University Bellingham	1. Lockheed (DIALOG) 2. SDC (ORBIT)
University of Washington Seattle	1. Lockheed (DIALOG) 2. SDC (ORBIT) 3. Medline
Washington State University Pullman	1. Lockheed (DIALOG) 2. SDC (ORBIT)
Superintendent of Public Instruction Olympia	NONE (ERIC collection only)
Seattle Pacific University Seattle	NONE (ERIC collection only)
Seattle University Seattle	NONE (ERIC collection Only)
Educational Service District #123 (Southeast counties)	Fiche collection complete from 1970
Seattle School District	Complete from 1972-1976 (none since 1976) also includes some prior special collections
Bellevue School District	Complete collection
Region X (USOE)	Collection only Government documents in educational field. Provide information on education grants, RFPs, rules and regulations, laws, etc. Serve as contact to Washington, D.C. (liaison).

APPENDIX D - (cont.)

Availability of ERIC and other Data Bases within Washington State

Location of Data Base	Computer Retrieval Service
Washington State Library Olympia	1. Lockheed (DIALOG) 2. SDC (ORBIT) 3. Medline 4. New York Times Info. Bank 5. DATA BNK 6. WLN 7. Legislative Info. System